**MCPS District RTI Team**

**Wednesday, October 12, 2011**

**Guiding Question**

How do we support schools to implement multi-tiered systems of academic and behavior support to increase achievement for all students?

**Long term target:**

All MCPS schools have a multi-tiered system of academic and behavior support in place to ensure all students achieve regardless of their circumstances.

**Short Term Targets:**

* Review October 27th Elementary Training and know individual schools strengths and gaps
* Developed agenda and descriptions for Middle School and High School RTI Nov 3oth Training
* Understand how upcoming MBI training is generated from MCPS feedback

Agenda

**3 min. Review Norms**

**20 min Review implementation data Here’s What Now What…So What?**

**40 min RTI training Plan**

**20 min Review suggestions from September action planning with Mark Weist and identify District Roles**

**7 min Plus Delta**

**Tuning Protocol:**

**Purpose:** The Tuning Protocol is a structured process that allows for reflection and meaningful feedback about a project, a text, a performance, or any work in progress. The Tuning Protocol assumes that the presenter or presenters want to improve the work in question and that the participants will deliver thoughtful, substantive feedback.

Carol will briefly introduces RTI work-group training plan and consider Does this plan facilitate consensus development regarding RTI, does this plan offer meaningful time for teams to meet and plan, are there new concepts and ideas introduced?

After asking clarifying questions, participants offer three levels of feedback:

1. Warm—respondents describe what they see working or what they like in a work.

2. Cool—respondents consider aspects of the work that might be improved or clarified by framing their response in the form of a question: "I wonder if…?" or "Have you thought about…?"

3. Hard—respondents ask deeper questions that get at larger, structural aspects of the work.

Have we thoroughly articulated what students should know and be able to do?

How does the Principal effectively articulate the vision that we do whatever it takes to get students reading at grade level? Choose Priority Question.

**(Critical Inquiry Process)**

* What are we doing now?
* How did the situation come to be this way?
* Whose interests are served by the ways things are?
* What information do we have or need that bears upon the issue?
* What are we going to do about all of this?